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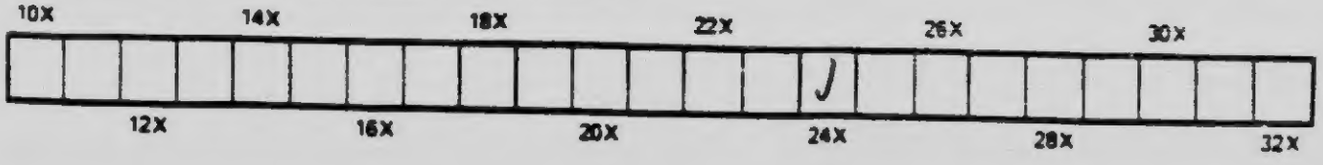

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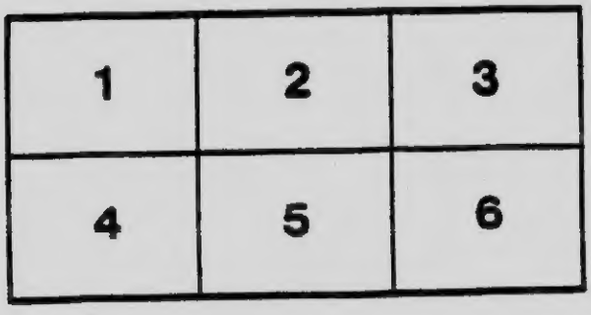

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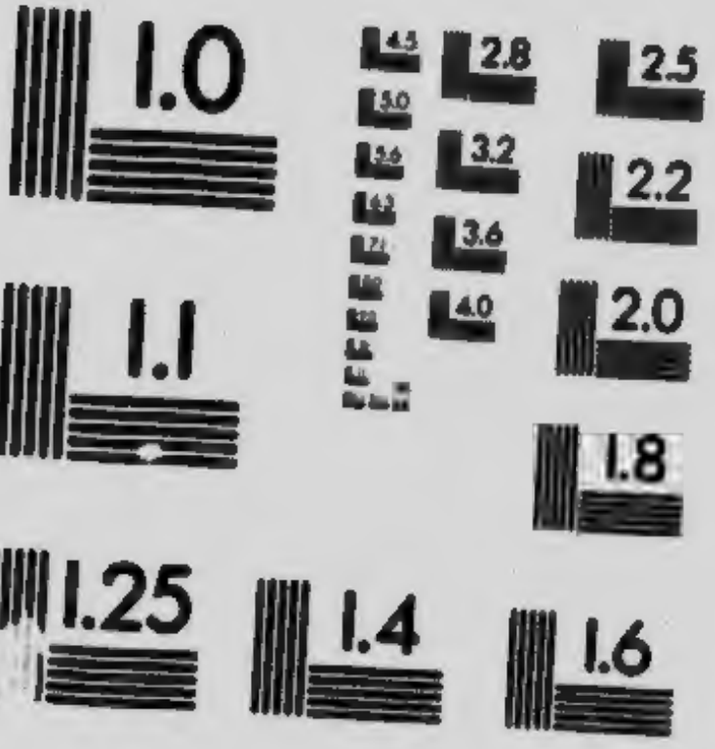

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Minutes of Meeting
of
National Council on Character Education
in
Relation to
Canadian Citizenship

Held in the
Chateau Laurier, Ottawa
February 17th, 18th and 19th, 1920

MINUTES OF MEETING

— OF —

NATIONAL COUNCIL ON CHARACTER EDUCATION

— HELD IN —

THE CHATEAU LAURIER, OTTAWA,

— ON —

FEBRUARY 17, 18 and 19, 1920

First Sitting, Tuesday Morning, February 17.

The conference opened at 10.30 o'clock on Tuesday morning, February 17.

The following members of the Council were present: Principal W. H. Vance, Mrs. R. C. Boyle, and Mr. John Sully, of British Columbia; Mr. J. T. J. Collisson, of Alberta; Dr. J. A. Snell, Miss Jean Browne and Dr. J. T. M. Anderson, of Saskatchewan; Mr. W. J. Bulman, Prof. W. F Osborne, Mrs. R. F. McWilliams, Dr. D. McIntyre and Mr. William Iverach, of Manitoba; Prof. H. T. J. Coleman and Dr. Helen MacMurchy, of Ontario; Hon. Cyrille Delage and Prof. Carrie M. Derick, of Quebec; Dr. Soloan and Mr. John T. Joy, of Nova Scotia; Inspector Peacock, of New Brunswick; and Rev. Dr. McLellan and Miss Carrie Ellen Holman, of Prince Edward Island.

Mr. H. L. Brittain, of Toronto, was also present, on the invitation of the committee.

It was moved by Prof. Derick, seconded by Dr. Anderson, that Mr. W. J. Bulman, of Winnipeg, be temporary chairman.—Carried.

The Chairman asked the Council to determine whether a verbatim report of the proceedings was desired, or only a detailed minute, and on motion of Principal Vance, seconded by Dr. McIntyre, it was decided to have only the minutes kept.

Dr. Snell moved the adoption of the agenda which had been prepared by the Winnipeg committee, and copies of which had been distributed to the members of the Council. The motion was seconded by Prof. Osborne.

Miss Jean Browne moved in amendment that a discussion on health education be included in the agenda. Principal Vance pointed out that the adoption of the agenda would not preclude the consideration of other questions. At his suggestion the amendment was withdrawn and the motion changed so as to eliminate reference to a specific time for the discussion of the various items. With this alteration the motion was adopted.

Prof. Osborne reported that of the 26 members elected to the Council, all had consented to act except the following: Alberta—H. W. Wood, Esq.; no reply received. Saskatchewan—J. A. Maharg, Esq.; no reply received. Ontario—Sir John Eaton, unable to act. Quebec—Hon. Athanase David, Howard Murray, Esq., no reply received. Nova Scotia—Mrs. Sexton, not acting. New Brunswick—Ex-Governor Wood unable to act, Mrs. Jas. F. Robertson declined. Prince Edward Island—Dr. S. E. Robertson unable to act.

It was moved by Principal Vance, seconded by Mrs. R. F. McWilliams, that the filling of these territorial vacancies and the election of the fourteen members at large be left till the afternoon session. The motion was adopted, and the Chairman appointed the following as the nominating committee: Dean Coleman (Ontario), Hon. Cyrille Delage (Quebec), Rev. Dr. McLellan (Prince Edward Island), Mr. F. Peacock (New Brunswick), and Mr. John T. Joy (Nova Scotia).

The Chairman announced that the Rotary Club of Owatta had extended to the delegates an invitation to luncheon in the Chataeau Laurier at one o'clock, and after luncheon Prof. Derick, Dr. Anderson and Principal Vance would address the gathering.

Prof. Osborne asked what attitude the Council desired to take regarding the admission of the press. Prof. Derick moved that, while the Council greatly appreciates the interest of the newspapers in its proceedings, representativs of the press be not admitted to the meetings, but that the Secretary furnish them with a short account of each sitting. Principal Vance suggested the appointment of a press committee. Mr. Collisson considered that as a public or semi-public body, the Council ought to admit the newspaper representatives, who would be reasonable enough to withhold any news which the Council desired not to publish. Mr. Joy said it would be a monumental blunder to exclude the press, on whose sympathy and support the Association must largely depend for its success. He feared not the press, but the exclusion of the press. Prof. Derick expressed absolute confidence in the newspapers, but felt that the publication of expressions of immature thought as if they were carefully reasoned

convictions might in some instances lead to misunderstanding. Principal Sclcan thought the press representatives should be left free to choose whether to take notes of the proceedings or to accept a statement from a press committee of the Council. It was finally decided, on motion of Mr. Joy, seconded by Mr. Collisson, that the press should be admitted.

The meeting then adjourned.

Second Sitting, Tuesday Afternoon, February 17.

The meeting was called to order at 2.30 p.m., Mr. W. J. Bulman in the chair.

In addition to those in attendance at the first sitting, there were present: W. G. Carpenter, Esq., and Dr. A. M. Scott, of Alberta; C. M. Hamilton, M.L.A., of Saskatchewan, and Dr. G. M. Parmelee, of Quebec

On behalf of the nominating committee Dean Coleman made a partial report, recommending the election of the following persons as members of the Council: Ontario —1 member at large; Mr. Vincent Massey, Toronto. Nova Scotia—1 territorial representative; Mrs. John Stanfield, Truro. Prince Edward Island—1 territorial representative; Colonel R. H. Campbell, Charlottetown. The committee recommended that night letters be sent to those elected, urging their acceptance and requesting notification of their willingness to act.

On motion of Dean Coleman, seconded by Mr. Joy, the report of the nominating committe was adopted.

It was moved by Dr. McIntyre, seconded by Dr. Snell, that Mr. H. W. Wood, of Alberta, and Mr. J. A. Maharg, of Saskatchewan, be asked by telegram whether or not they would accept membership on the Council. The motion was agreed to, and Prof. Osborne was directed to wire them accordingly.

Survey of Text Books

The Council then took up the first item of the agenda, namely: "Consideration of a survey of Canadian text books."

(a) Literature (including Readers).

Aspects: Ethical content.
Style.
Suitability of stage of development of pupil.

Possibility of including in prescribed literature a generous number of Scripture selections.

(b) History.

Aspects: Ethical content.
Adequacy for presenting landmarks or stages in social progress.
Style.

(c) Geography.

Are the present texts so conceived and written as to emphasize understanding all

(1) National aspirations.
(2) National manners and customs.
(3) National contributions to civilization.

"Appointment of committee to consider personnel for above surveys, and estimate cost of each."

At the request of the Chair, Dr. McIntyre explained the purposes which the Winnipeg committee had in view in submitting this subject for consideration. It was, he said, through literature, among other things, that the ideals of the children in the schools were formed, and the committee felt that one of the first aims should be to see that the Canadian text books were as rich in content as possible. In the compilation of school readers in the past, much of what had been held to be desirable was unobtainable because of copyright, business rivalries, etc. It was not the thought of the Winnipeg committee that readers were to be text books of morality, but simply that any piece of literature valuable in other respects and suitable for moral teaching should be given the preference. The committee felt there might be included in the readers a liberal measure of selections from that Book which all regarded as containing the highest ethical teaching. The first step would be to make a systematic examination of the readers now in use. While it was not necessary to have a uniform series for the whole of Canada, the committee believed that through the efforts of the National Council whatever literature was suitable might be made accessible, and the various educational authorities could choose from that to suit their own communities.

Prof Derick suggested that the survey should also include readers used in other countries.

Dean Colemman urged that, as the aim was the teaching of morals and good citizenship, the survey ought to cover text books on other subjects besides those mentioned. He was impressed with the inadequacy of a number of the text books now in use. The readers that attracted and interested the children were not the authorized series, but other books, like the Golden Rule Readers, which, while attractive from the literary standpoint, emphasized what might be termed the moral aspects of life. However, if a general feeling of Canadianism was to be promoted, there ought to be a series bearing the stamp of Canadian authorship, editorship and publication.

Dr. Snell wondered whether the time might not come when the stereotyped form of readers would be abandoned. (Applause.) Instead of aiding the teaching of literature, they hampered it, he said. The aim of the proposed survey in history and geography, as well as in literature, would doubtless be to examine such material as was now in use in order to obtain something better for the purpose of instruction and for the development of Canadian citizenship.

Dr. McIntyre moved: "That in the opinion of the conference it is desirable to undertake, and that we do undertake, to make a survey of the texts in use in Canadian schools, with suggestions as to how these texts may be improved in the way of reinforcing their suitability for the forming of character."

Prof. Derick seconded the motion, but urged that it should be made to include an investigation into the books used elsewhere than in Canada. Various experiments had been tried in Great Britain and the United States. In some places serial readers were done away with, and literary masterpieces suited to the pupils' stage of development substituted. In other instances ten or twelve readers were used in the first grade, as many as fifteen in the second grade, and the more advanced pupils had access to large libraries. Miss Derick added the suggestion that the inclusion of folk tales of the countries from which our immigrants came might induce these people to feel they could make some contribution to Canadian life.

Dean Coleman suggested that the proposal, instead of specifying three, should include all subjects taught. He emphasized the importance of subjects like civics and elementary science as affording opportunities for training in good citizenship. As to the teaching of science in Ontario institutions, he regretted that while interesting applications to local environment lay right at their doors, the content of the text book was no more applicable than it would be in Germany, in Australia, or, for that matter, in the moon. The proposed committee could show how a study and knowledge of our material resources might be used as a means of developing pride in Canada and a feeling of responsibility towards our country.

Dr. McIntyre contended that at the outset it was better to work in a somewhat narrow field. It seemed natural to begin with these subjects which were largely used for the purpose of teaching ideals.

Rev. Dr. McLellan said that the teaching of morals would have to be mostly vested in the teacher herself. However, the text book was important as a medium of instruction. As to literature, he considered that connected readers affording good lessons in morals were preferable to scraps chosen here and there. Literature, as containing the best thoughts of all times, was common to all nations and should be selected from wherever it could be found. The history taught must be unbiased and authentic. He thought the different subjects should be dealt with by separate groups.

Principal Vance submitted that the terms of the resolution ought to be made as specific as the item on the agenda; and in this opinion Dr. Soloan concurred.

Dean Coleman urged that while the survey of the subjects mentioned in the agenda might be made the first charge on the investigators, other subjects ought not to be excluded.

The Chairman pointed out that lack of means would prevent the Council from undertaking more than a few surveys for the present, but other inquiries might be made when additional funds became available.

Dr. Soloan moved: "That we undertake the survey outlined in Clause 1 of the agenda." The resolution was seconded by Dr. McIntyre, who withdrew his original motion.

Mr. Peacock agreed with the view expressed by Dean Coleman, that boys and girls should be taught to appreciate the vast material resources and the greatness of Canada. He suggested that the readers should deal more with such subjects as the utilization of water power, industrial processes, etc., a knowledge of which would help in the development of Canada's resources.

Dr. Soloan doubted that some of the important pedagogical questions discussed came properly within the purview of the Council.

Dean Coleman suggested that the inquiry should be a "survey of the curricula of our schools and the text books in use, with reference to the moral values inherent in them."

Prof. Osborne contended that the investigating experts, in making their specific studies, would certainly keep in mind the bearing of the particular subject to the whole curriculum. A better impression would be made on the people by doing three specific tasks well than by at once undertaking too broad an inquiry.

Mr. W. G. Carpenter said that one of the most unmoral things was the magnitude of the curriculum and the inability to do constructive work. He agreed with Prof. Coleman's ideas, but considered there was no fundamental difference of opinion in the Council in this respect.

Dr. Parmelee declared that many of the things that had been suggested were absolutely foreign to the intention of the promoters of the Winnipeg conference. He urged the Council to restrict its inquiry to the subjects mentioned in the agenda and not to undertake to deal with such general questions as the reconstruction of school timetables, the courses of study, etc., which were matters coming rather within the sphere of the educational authorities.

The motion of Dr. Soloan was adopted.

Principal Vance moved, seconded by Dr. McIntyre, that the appointment of a committee to consider personnel for the proposed surveys and estimate the cost of each be postponed.

Dr. Anderson moved in amendment that the following committee be appointed, namely: Dean H. T. J. Coleman, Dr. J. A. Snell, Prof. Carrie M. Derick, Dr. G. W. Parmelee, and Dr. D. McIntyre. The amendment was seconded by Prof. Osborne and carried.

The Chairman, in the absence of the Treasurer, reported a bank balance of $7,936.56, with all expenses paid to date, and read a telegram from Rev. Dr. Pidgeon as follows:

> "Express to Council my sincere regret at enforced absence. In addition to official financial report, I believe Montreal, London, Moose Jaw will yet contribute. Toronto reports that because of other undertakings and no support from local educationists they cannot assist. Wish you every success and expect much from your meeting."

The Chairman announced that the members of the Council would be the guests of the civic authorities of Ottawa at a banquet to be given in the Chateau Laurier on Wednesday evening at 7.30 o'clock.

Training of Teachers

The Council then proceeded to a consideration of the next item on the agenda, namely: "Initiation of inquiry into what is now being done in Canadian institutions in the way of training teachers to develop the personality and influence the character of the pupil."

Dr. Soloan pointed out that in Nova Scotia and other provinces there were many persons engaged in teaching who had received no normal school training. Indeed he hoped that, for the benefit of the people, the committee to consider personnel for the survey would take occasion to draw attention to this deficiency. He moved for the adoption of the wording as given in the agenda.

Prof. Osborne emphasized the primary aim of the Association as being the stimulation of the character-forming tendencies of our education. If the proposed inquiry were to show, for instance, that in the normal school curriculum there was absolutely nothing that ministered to this end, would not the discovery be worth while?

Dr. Anderson cited instances to show that teachers were not having the desired influence on the character of their pupils. The question is, why?

On Motion of Dr. Scott, seconded by Principal Vance, the Council approved the following: "Initiation of inquiry into what is now being done in Canadian institutions where teachers are trained to prepare them to develop the personality and to influence the character of the pupil."

Continued Education of Teachers

The Council took up consideration of the next item on the agenda, namely: "The importance of the continuation of the education of teachers already in service, and consideration of means of effecting the same."

Dean Coleman asked if the proposal involved an investigation into the means or agencies already existing for the continued education of teachers. He pointed out that for twelve years or more Queen's University had been providing summer sessions and other facilities for continued education, and it would be desirable to gather information as to agencies of this kind now at work. He therefore moved that the clause be

amended to read: "Initiation of inquiry into methods at present employed in the continued education of teachers in service, and consideration of means for improving and extending the same." The motion was seconded by Dr. McIntyre and carried.

National Importance of the Teaching Profession

The Council then proceeded to consider: "Inauguration of propaganda to emphasize the national importance of the teaching profession."

Principal Vance thought the use of the word "propaganda" unfortunate.

Prof. Osborne cited instances of the deplorable indifference of the public to the teaching profession. "What is impoverishing the teaching profession," he said, "is not simply low salaries, but the realization that the community pays little or no attention to the work of the teacher." By some means—propaganda, campaign or policy—it ought to be possible to feature the importance of teaching as one of the great processes affecting the spiritual and intellectual future of this country. He told of a Methodist minister's son who, returning from the war with a passion to serve his country, had decided to enter the teaching profession, but upon consulting a noted clergyman and two prominent university professors was advised by all three: "Avoid teaching. Don't do the thing that we have done, for our hearts are broken."

Principal Vance suggested that the item be wo.ded: "Consideration of means of em..phasizing the national importance of the teaching profession." He thought the Council should first decide upon the best means, before inaugurating any campaign.

Dr. Snell felt that, as all were agreed as to the necessity for propaganda, it would be unwise to procrastinate.

Dr. Soloan liked the word "propaganda," which, in his mind, was associated with growth. Mere emphasis of the importance of the teaching profession was not what was needed, as the libraries were full of it, and it had not accomplished anything. The need was for hard propaganda work among the plain people. For instance, moving pictures might be used to illustrate what a good school would do for a rural community, and might thus help to overcome the h... lity of ol... me school inspectors and the cynical and superficial criticism of peop'... ho were ....'d the newer education might cost a little more.

Rev. Dr. McLellan considered that the subject under discussion was a fundamental one. The task of character education must lie with the teacher; therefore teachers must be men and women of character—of great minds and great hearts, in order to impart these qualities to their pupils. Teachers of the sort desired must be a leisured class, or at least they must be free from anxiety as to their livelihood; in other words, their remuneration must be sufficient to enable them to devote their lives to the work of teaching. But unless the people appreciated the teaching profession, they would not remunerate the teachers sufficiently. He did not object to th word "propaganda," for it denoted the purpose to be accomplished. Propaganda should be carried on throughout the Dominion to impress upon the people the vital importance of having well trained men and women into whose care to commit their children. "It is a sacred trust, that of the teacher," he said. "I would place it next after that of the preacher, the man who speaks directly for God." The teacher performed the sacred function of influencing the minds of the youth and training them in character. The present inadequate remuneration of teachers was a fair index of the lack of appreciation on the part of the people.

At the suggestion of Prof. Derick, Dr. Parmelee outlined the educational propaganda which for years had been carried on by the Council of Public Instruction of Quebec. At all the meetings held, the importance of the teaching profession and the inadequacy of present salaries were specially emphasized.

Mr. John T. Joy thought some form of propaganda should be inaugurated at once. The unrest prevalent throughout the world he regarded as striking evidence that true citizenship had not been realized, ascribing it to selfishness and lack of consideration for our duties to the state and our fellow-citizens. Education was now being recognized, better than ever before, as a prime factor in the development of any country, and the interests of those to whom was entrusted the duty of educating citizens should therefore be safeguarded by the state. "Whatever hope I have for the future of Canada," he said, "begins and ends with education." He thought the present an ideal time to start propaganda towards raising the status of the teacher and for better salaries; but it was important to determine what form the propaganda should take. He moved: "That a committee of three be appointed by the Chairman to consider the subject matter now before the Council and to submit some definite plan at a later sitting."

The motion was seconded by Mr. John Sully.

Mr. William Iverach urged that the campaign be not left to the teachers themselves. Efforts on their part to improve their own status would resemble an

attempt to lift one's self by one's boot straps. He told of the work done by the Manitoba School Trustees' Association and the improvement which had resulted. At their instance also a commission has been appointed by the Manitoba Government to investigate the status and salaries of the teachers, and the commission was about to present its report. Mr. Iverach added that attention should be given not only to the salary question, but also to the residential accommodation provided for teachers.

The motion of Principal Vance was withdrawn and the motion of Mr. Joy adopted.

The Chairman appointed Mr. Joy, Dr. McIntyre and Principal Vance a committee to consider this question and report.

The Council concurred in the suggestion of Dean Coleman that Prof. Cudmore, of the Dominion Bureau of Statistics, should be invited to address the meeting regarding the educational statistics being compiled under his supervision. Dean Coleman was requested to extend the invitation.

The meeting then adjourned.

Third Sitting, Wednesday Morning, February 18

The meeting was called to order at 10.15 a.m.

In addition to those present at yesterday's sessions, His Lordship Bishop Richardson, of New Brunswick, was in attendance.

Dr. Anderson announced that the Pathoscope Company offered to give an exhibition of moving pictures, including a film depicting some of the activities in Saskatchewan in the matter of Canadianization. The picture would show the instruction given in household science, first aid, Canadian games, physical culture, etc.

On motion of Dr. Anderson, seconded by Dr. Helen MacMurchy, the offer of the Pathoscope Company was accepted.

Report of Committee on Survey of Text Books

Prof. Carrie M. Derick presented the following report:

"The special committee appointed to nominate experts for the making of surveys of Canadian text books of literature (including readers), of history, and of geography, and to estimate the cost of the surveys, beg to report that they have carefully considered the matter submitted to them and recommend as follows:

"(1) That the enquiry in each field include a review of the text books used in Canadian schools and suggestions as to improvements which would further the ultimate purpose of this Council, namely, the strengthening of moral factors in Canadian education.

"(2) That, in view of the difficulty of selecting experts whose qualifications are generally known and because of the extent of the work involved, Queen's University be asked to make the survey of literature, the University of Toronto the survey of history, and McGill University the survey of geography, each associating with its investigators other especially qualified persons.

"(3) That the Executive Committee be empowered to make the necessary expenditures involved in making the surveys."

At the suggestion of Dean Coleman, Prof. Derick explained why certain universities had been designated. In literature Queen's University had already been making a special study along the lines proposed and a great deal of material was already available. In the survey of history the knowledge of such men as Dr. Wrong, of Toronto University, would be exceedingly valuable. Dr. Bancroft, one of the younger geologists at McGill, was an authority on physiography, and with him might be associated such men as Mr. Sutherland, of the Department of Public Instruction at Quebec. It was not implied that the three institutions named were any better equipped for doing general or special work than other universities, but their facilities in the three fields to be investigated were such that they could carry out the surveys more easily, if not more adequately, than the others.

The adoption of the committee's report was moved by Prof. Derick and seconded by Dr. Parmelee.

Bishop Richardson feared that the people of the Maritime Provinces, being somewhat clannish, might consider themselves slighted unless due attention was to be given to what they were doing.

Prof. Derick explained further that the survey was intended to cover every province and all the text books in use in each field. The investigating committee would not interfere in any way with existing conditions and was not empowered to make new text books, but would report back to Council the actual situation throughout Canada, with recommendations for improvements.

Principal Vance, while recognizing the advantages of the three universities named, submitted that the resolution, in order to allay any feeling that the work was sectional and not national in scope, should call for consultation with representatives of various other universities.

The resolution was accordingly amended by adding after the word "persons" at the end of Clause 2, the following words: "representing, as far as possible, other universities and every section of the country."

Mr. Peacock said he was not so much concerned with the territorial aspect as with the feeling, which prevailed in New Brunswick, that the universities were not closely in touch with some phases of the situation. It was felt that in the past they had exerted too much influence on the courses of instruction in the elementary schools. It must be recognized that, notwithstanding the importance of higher education, many of the pupils left school after reaching the third, fourth or fifth grade, and only a small proportion went on to the university. He considered the survey of the situation as affecting the primary schools would be better if some of the investigators were not connected with the universities.

In answer to an inquiry by Mr. Peacock, Dr. Parmelee explained it had been the original intention to appoint one expert for each of the three subjects, but the committee found it impossible to select individuals who possessed the necessary qualifications and would be available. The opinions of the university groups would carry more prestige, he thought, than would conclusions reached by individuals. Besides, the results of the survey would be submitted to the whole Council, for approval, before any further action was taken.

Dean Coleman pointed out that the work of the university departments of education included the training of large numbers of teachers and the problems engaging most attention were those of the elementary schools. The selection of the three central universities had perhaps, he admitted, a certain appearance of sectionalism, but their affiliations with east and west were strong and numerous, and when they needed a principal they usually brought one from the Maritime Provinces.

Dr. McIntyre agreed with what Dean Coleman had said as to the national character of the universities selected, which had schools of pedagogy connected with them.

Mr. J. T. J. Collisson said that because of the wide gulf between the country school and the university there was danger of the most important problem, that of the rural schools, being overlooked.

Prof. Derick pointed out that if the inquiry was to be complete, as expected, it would reveal the actual conditions existing throughout Canada and could not but take into account the types and varieties of books used in the country districts.

Principal Vance contended that the words "other especially qualified persons," in Clause 2, provided for representation of those interested in the rural school problem.

Dr. Soloan expressed surprise at the suggestion that the survey was intended to be wholly critical. His own comprehension would be that the constructive elements would be the chief considerations. He had supposed the report of the investigation would give a fairly clear conception of what a text book in each of the subjects should be. The ultimate solution, he believed, would be the general adoption throughout Canada of the same text books. History, for example, was the interpretation of our past and of our social, political and national aspirations. He had always hoped that in Canada, where we boasted so much of being a nation and talked so much about state duties, we might at least agree upon our interpretation of history. It must be borne in mind, however, that in the matter of education Canada was not a state, for education was provincial and parochial. Dr. Soloan took occasion to remark that Nova Scotians, far from being clannish, were the most catholic minded people in Canada, and never had religious troubles in their schools. In the elementary schools of Nova Scotia little stress was laid on text books, and unless the investigators got into touch with the teacher-training departments and the educational authorities, their report might be misleading and create nothing but ill-feeling. Nova Scotia was not to be judged by its text-books. For instance, it was at present using a very inferior set, namely, the Ontario Readers, which because of cheapness had been substituted for readers that were excellent in ethical content, style and suitability to pupil.

Dr. Parmelee repeated his contention that the Council ought not to attempt to deal with all the various educational questions, but should keep in mind the purpose of the Winnipeg conference, which was called a "National Conference on Character Education in Relation to Canadian Citizenship." Questions of administration, methods of teaching, the best text books, continuation schools, university education, vocational training, training of the feeble-minded and defective—all such subjects were almost as relevant as many of the questions being discussed by the Council. "We must clear our minds and stick to our original object," he said, "or we might as well shake hands and disband." As to McGill, Queen's and Toronto, they all had departments of education and their

machinery would enable them to get into touch with all the interests which ought to be represented.

Prof. Derick suggested that the ideas advocated by Dr. Soloan might be carried out by the adoption of Clause 1 of the committee's report.

Mr. Peacock took issue with the statement that the universities were closely in touch with the real educational problems of the country or the needs of the common people. He maintained they were not in a position to offer the best and most constructive suggestions regarding the elementary schools, particularly those of the rural districts. As to Dr. Parmelee's statement that the discussion was going too far afield, Mr. Peacock contended that character education was broad in scope and permeated every subject.

The Chairman declared that as a business man he believed the universities could carry out the work infinitely better than any group of individuals could do it.

Dr. Snell pointed out that even if the universities were not conversant with elementary or rural school problems, the recommendation provided that they should consult and co-operate with persons who were competent to deal with those questions.

The report of the committee, as amended, was concurred in, and the incoming executive was instructed to submit the matter to the authorities of the universities concerned.

Prof. Cudmore, of the Dominion Bureau of Statistics, addressed the meeting. He quoted figures showing the present financial position of Canada and said that the only way for the Dominion to recover from her enormous losses in the war was to increase the efficiency of the people. The wealth of the country increased with the increase in general knowledge; therefore any movement for the improvement of education was a movement for the betterment of Canada. He told of the data collected by the Bureau of Statistics respecting school attendance, etc., and of plans for co-operation between the Bureau and the Dominion and Provincial employment services for the purpose of providing suitable employment for pupils leaving school.

On motion of Dr. Soloan, seconded by Prof. Derick, the meeting adjourned.

Fourth Sitting, Wednesday Afternoon, February 18

The meeting opened at 2.20 p.m.

Report of Committee on Status of Teaching Profession

Mr. John T. Joy presented the following report of the committee appointed to consider the inauguration of propaganda to emphasize the national importance of the teaching profession:

> "Believing that there is among a large proportion of the public a failure to understand and appreciate the work of the teacher, your Committee recommends:
>
> "That a campaign of education be undertaken for the purpose of impressing upon the people of Canada the profound importance of the teaching profession as an agency for developing national character, and that for this purpose the Council endeavor to secure the co-operation of the press and the various community and welfare organizations."

It was moved by Mr. Joy, seconded by Dr. McIntyre, that the report of the committee be adopted.

Bishop Richardson expressed the opinion that very little could be accomplished until the question was dealt with in its financial aspect. Large numbers of teachers were leaving the profession because of the inadequate salaries.

Principal Vance explained that the committee recognized that the lack of appreciation by the public of the work which the teacher is doing in the community was largely due to ignorance or thoughtlessness, and the remedy was a propaganda or policy of systematic education. The desired co-operation might be given by the publication of special articles in the press and by means of lecture campaigns. However, the committee thought it best to leave the details to be worked out by the executive committee.

Dr. MacMurchy urged that the proposal contained in the report be made a first charge upon the executive.

Mr. Iverach, while agreeing with the recommendation, considered it did not go far enough. The cause which had reduced the teaching profession to bankruptcy, he said, was the system of school administration, particularly in the rural districts. The unit of administration must be enlarged and the schools improved; otherwise propaganda would be futile.

Prof. Osborne suggested that the committee's report should contain a direct instruction to the executive to conduct, as an integral and important part of the work of the organization, such propaganda as might be decided upon from time to time.

Bishop Richardson thought the Council should place itself on record in clear, unmistakable terms as to the extent of the evil which existed in Canada. The only way to impress the public mind and conscience was by the impact of repeated blows.

Dean Coleman suggested the appointment of a committee to formulate resolutions, which might be made more definite than was possible at the Winnipeg conference.

Dr. McIntyre asked if, in the event of a resolutions committee being appointed, it would not be better to refer the present report to that committee rather than deal with it partially.

Dr. Anderson urged that the resolutions committee be instructed to make some definite pronouncement as to what should be the minimum salaries for teachers of rural and other schools in each province. He had been declaring repeatedly in Saskatchewan that the minimum salary for the teacher in a non-English district should be $1,500 a year, with free house and fuel. The trustees had been a little shocked at first hearing this, but as a matter of fact, fifteen or sixteen teachers were now drawing that salary. The teachers themselves were a little uncertain as to what the minimum should be, and he thought the Council should make some concrete recommendation on this point for the information of the trustees, particularly those of rural schools.

Mrs. McWilliams concurred in the suggestion of Dean Coleman that a committee on resolutions should be appointed and this matter should be referred to that committee. As President of the National Federation of University Women she believed that the conference would be regarded as of no avail unless it made some definite pronouncement regarding steps to be taken to raise the status of the teachers. Mrs. McWilliams moved in amendment that the chair appoint a committee on resoluions, and that the report of the committee on propaganda be referred to it.

The motion was seconded by Dean Coleman, with the understanding that the report of the committee on propaganda should be regarded as an interim report.

Mr. Joy suggested that the committee on resolutions should be instructed to consider only such matters as the Council referred to it.

Dr. Soloan said the chief business was the selection of the personnel to set the propaganda machinery in motion. Any resolution passed by the Council on this question could be only in the nature of conveying to the appointees the sense of the meeting as to what was desired. The main issue was the question whether or not it would be possible to secure a personnel competent to carry on the campaign. He had no objection to supporting the acceptance of the report of the committee on propaganda.

The motion for the appointment of a resolutions committee was agreed to, and the following committee appointed by the chair, namely: Dr. Parmelee, His Lordship Bishop Richardson, Wm. Iverach, Miss Jean Browne, Mr. J. T. J. Collisson, Principal Vance, Dr. McIntyre, and Mrs. R. F. McWilliams.

Mr. Joy, with the concurrence of his seconder, Dr. McIntyre, substituted for his original motion the following: "That the report of the committee on propaganda be tabled pending a report from the committee on resolutions." This motion was agreed to.

The next item of business was the appointment of a committee to consider personnel for the survey respecting the training of teachers, and on motion of Mr. Joy, seconded by Dr. Anderson, this matter was referred to the incoming executive.

Committee on Nomination of Officers

On the order: "Appointment of committee to nominate Council officers, including one who shall give whole time on salary."

It was moved by Principal Vance, seconded by Dr. Anderson, that the chair appoint a committee to nominate Council officers and members of the Executive, but that the appointment of a permanent official be referred to the incoming Executive.

The motion was agreed to.

The following committee was accordingly appointed by the chair: Dr. Parmelee, Dr. McIntyre, Dr. Scott, Dr. Anderson, Rev. Dr. McLellan, and Mrs. Boyle.

It was moved by Dr. Scott, seconded by Mr. Collisson, that the officers to be elected by the Council in addition to the nine members of the Executive should be: Chairman, vice-chairman, honorary secretary and treasurer. The motion was agreed to.

Dr. Anderson asked if the members of the executive were to include one representative from each province. In reply it was declared to be the intention of the Council that the members of the executive should be chosen, not as territorial representatives, but simply as members who would with reasonable convenience and lack of expense carry on the work in the interval between meetings.

Source Book on Ideals of Citizenship

On the item: "Consideration of the preparation of a Source Book of suggestions for teachers with a title 'Ideals of Citizenship.'"

Dr. Scott, in expressing approval of the proposal, mentioned that the National Institution for Moral Instruction, at Washington, had been working upon a morality code—brief, clear, concise—to be put into the hands of teachers and pupils as an outline of what should be developed in character and of the right type of citizenship. He suggested that the executive committee be authorized to study the whole question and not confined to the preparation of a book on "Ideals of Citizenship," a title which seemed rather hazy.

Prof. Derick declared there was not much unanimity in the world, or even in Canada, in regard to the ideals of citizenship, and the moral principles that must underlie community life, and many persons would be unwilling to commit themselves to the issue of any book on this subject unless the approved of the type of citizenship to be advocated.

Dr. McIntyre said the thought was that the book should be prepared under the direction of the Council, and as it would contain only what the Council deemed proper, there could be nothing dangerous in it. The book was intended to meet what was felt to be a real need among teachers, by supplying material to accomplish the purposes aimed at in the way of training for citizenship. Dr. McIntyre moved: "That the Council approve of the suggestion and refer it to the executive committee, to be carried out if possible."

Bishop Richardson doubted that the preparation of such a book as contemplated would accomplish much, as it would contain excerpts and writings which would necessarily be brief and might be superficial, whereas ideals of citizenship must be based on fundamental principles. One great underlying question was, "Are we giving our teachers and our children anything that will make it possible to develop a high moral type of Christian citizenship?"

Dean Coleman called attention to the possibility of the preparation of a Source Book overlapping with the survey to be undertaken in literature, history and geography. Manifestly the committees investigating those subjects would take up just the type of material which was contemplated for the Source Book. An essential part of their work was to demonstrate that the various subjects of study were genuine agencies for moral instruction.

Mrs. McWilliams stated that in suggesting the Source Book she had in mind a book, not simply for the use of the teacher, but as a sort of supplementary reader. A great many war stories which might be classified as wild adventure indicated the existence in ordinary life, to a wonderful degree, of fortitude, real resourcefulness and other heroic qualities. Incidents revealing the sterner moral virtues, if told in an attractive way by a person with a real gift for literature, might have a valuable influence, particularly upon the children in the schools.

Prof. Osborne thought it almost tragic that the countless episodes, for example, that had occurred during the course of the war, illustrating those higher qualities to which Mrs. McWilliams had alluded, should go into the limbo of oblivion instead of exerting their influence among the forces making for the upbuilding of the nation. The Dominion Government, he understood, had made some provision for chronicling war episodes of one kind or another, but the danger was that it might be done in a routine manner. He suggested that a writer like Ralph Connor might select from the ruck of incident material which he could make tremendously effective. For example, Principal Stanley Hall, of Worcester, had told him of a little French boy of 16 or 17, lying on a French battlefield dead. In his clothing was found a letter addressed to his mother—his last words—in which he said: "O mother, I hope that I may grow better from day to day, so that some day I may be worthy to die for beloved France." The story of what had been said and done by Canadians like Colonel McCrae would teach the lessons of high ideals, thoughtfulness for others, and self-sacrifice.

Rev. Dr. McLellan said that as a moral code the Ten Commandments of God had been given to mankind for all time and they would be our guidance in morals to the end of the world. For citizenship no greater or higher ideal could be found than that contained in the words of the Master Himself: "Render to Caesar the things that are Caesar's, and to God the things that are God's." They implied a recognition of the rights of God over man, and the rights of the civil authorities over the people in temporal affairs. He concurred in the belief that our young people would be edified and inspired by well-told stories illustrating courage, fortitude and endurance in the practice of those principles of morality and citizenship.

Dr. Soloan thought the book should not be confined to the exemplification of heroic qualities. He would like to have it deal with the little amenities of social life. It should perhaps train children to establish somewhat pleasanter manners among our people and correct the uncouthness which was only too manifest in the youth of our country today. He commended a little bulletin recently issued by the Department at Washington, entitled "Lessons in Courtesy." It was attractively illustrated and its lessons were given, not in cold, colorless maxims, but in dramatized episodes of life, to be worked out by the children. The proposed Source Book might be a failure unless of

the right kind. The instruction must be given indirectly and not in the form of mere maxim.

Principal Vance thought the members of the Council were in accord as to the need for a book which would suggest ways of teaching citizenship and give instances of good conduct, but if the book was to be taken seriously it must be given some other title.

Bishop Richardson recommended that the committee dealing with this matter examine the essays of the "Duty and Discipline Series," published in England. What was needed more than anything else was to have our young people know the meaning of duty and teach them to bow before the stress of discipline.

Prof. Derick reiterated the suggestion made by Dean Coleman, that the object in view might be attained by means of the survey of text books. She was inclined to think it better and more impressive to have stories of all sorts that would illustrate the heroism of daily life, as well as the heroism shown in special circumstances, rather than to have something formal and set, treating life in compartments. The proper way, she believed, was to give the training in citizenship through the ordinary teaching of literature, history, geography, etc. What was needed was a little book on civics which would give instruction on the constitution of our country, the methods of government, duties of citizens to the community, etc. A book called the Citizen Reader, published in Great Britain, was used in Quebec schools and well liked by some of the teachers. Prof. Derick considered that a book of the kind proposed, if it was to be successful, must not be something done to order, but the outcome of a real desire to put something before the public.

It was moved by Dean Coleman that the matter be referred to the executive committee, with instructions to consider the extent to which the purpose can be met through the work of the committees already appointed; the executive to report at another meeting of the Council. The motion was seconded by Prof. Derick and carried.

Secondary Education and Continuation Schools

The Council then took up the item: "Consideration of the desirability of instituting a campaign of education for the education of all boys and girls from twelve to sixteen or seventeen years of age, in favor of the continuation school and other agencies for making secondary education universal and, if necessary, compulsory in all the provinces of the Dominion."

Dr. Scott suggested that this campaign might be included in the educational propaganda already decided upon.

Bishop Richardson thought the Council should first consider and decide whether the proposal ought to be adopted or not.

Prof. Derick said that in Quebec the propaganda committee had found such questions inseparable from the work of interesting the people in the schools. She agreed that the one committee ought to deal with all educational propaganda.

The Chairman reminded the meeting of the resolution passed by the Winnipeg conference, expressing its conviction "that provision should be made for free compulsory education up to the age of 16 years and part-time education for all youth of Canada up to the age of eighteen."

On motion of Dr. Scott, seconded by Mr. Carpenter, it was resolved that the question be referred to the resolutions committee to be considered in conjunction with the proposal to inaugurate propaganda to emphasize the national importance of the teaching profession.

Statistics on Education

The Council then proceeded to consider the item: "Appointment of committee to confer with the Dominion Bureau of Statistics with a view to the preparation and publication by the latter of a brief annual review of educational progress in the chief countries of the world, and reports of educational experiments of outstanding importance in our own and other countries; and with a view to securing from the Bureau such additional statistics as the Council may from time to time require.

It was moved by Dr. Scott, seconded by Dr. Soloan, that this item be referred to the executive and that the committee be authorized to take such action as may be deemed desirable.

Prof. Derick felt that the Council ought first to express its opinion, especially as the Winnipeg conference, after an animated discussion, had adopted a resolution in favor of the establishment of a National Bureau under the direction of the Council. It did not seem to her in accordance with with the wishes of the Winnipeg conference that the Dominion Bureau of Statistics should be asked to do anything more than supply the Council with such statistics as were available; nor did she believe the Statistics Bureau would contain in its personnel members qualified to prepare an "annual review of educational progress in the chief countries of the world" or to report

adequately upon "educational experiments of outstanding importance in our own and other countries." The Council ought not to shelve responsibility by asking others to perform work which it was pledged to undertake.

The Chairman remarked that the Association would be obviously unable to carry out immediately all that it intended to do. It would be necessary first to find the funds. In the meantime the Dominion Government could be asked to undertake some of this statistical work. The motion would simply empower the executive to ask that the Dominion Government compile certain statistics which were desirable from the educational standpoint.

The motion was agreed to, Prof. Derick dissenting.

It was moved by Dr. McIntyre, seconded by Dr. Parmelee, that when the Council adjourns this afternoon it stand adjourned until tomorrow morning at 11 o'clock, and that the various committees meet tomorrow morning at 9.30.—Carried.

The Chairman pointed out that only one resolution had been referred to the resolutions committee. Mr. Joy, in view of the proposed adjournment, withdrew his suggestion that all resolutions be presented to the Council before being considered by the resolutions committee, and moved: "That resolutions may be forwarded direct to the committee by the delegates, but that no resolution may be presented directly to the committee after 9.30 o'clock tomorrow morning." The motion was seconded by Dr. Scott and adopted.

Then followed a discussion regarding a communication received by several members of the Council from the Canadian Films, Limited, stating that this concern was engaged in the making of educational films for use in the public schools. The letter requested in each case the co-operation of the Council member, the company promising to reimburse him for time spent and expenses incurred. No official action was taken on the communication, but the concensus of opinion expressed was that in the absence of definite information regarding the project, it was not advisable to assume any responsibility.

The Council then adjourned, in order to witness an exhibition of educational moving pictures by the Pathoscope Company.

Fifth Sitting, Thursday Morning, February 19.

The meeting opened at 11.30 a.m.

Election of Additional Members of Council.

On behalf of the nominating committee Dean Coleman submitted the following nominations to fill vacancies on the Council:

Quebec—Three territorial members and one at large: Judge J. U. Lafontaine, Chairman School Commission, Montreal; Judge G. E. Gibsone, Chairman School Commission, Quebec; Prof. Sinclair Laird, Macdonald College, Ste. Anne de Bellevue; J. N. Millar, Quebec.

New Brunswick—Two territorial members: Mrs. Geo. F. Smith, St. John; Lewis W. Sims, Fairville, N.B.

On motion of Dean Coleman, seconded by Dr. Parmelee, the committee's report was adopted.

The Chairman reported the receipt of a telegram from Mrs. John Stanfield, of Truro, N.S., announcing her inability to act as a member of the Council.

Election of Officers and Executive

Dr. G. W. Parmelee presented the following recommendation from the committee appointed to nominate officers and executive:

Chairman—Mr. W. J. Bulman, Winnipeg.

Vice-chairman—Vincent Massey, Toronto, and Hon. Cyrille F. Delage, Quebec.

Hon. Secretary—Rev. Dr. Leslie Pidgeon, Winnipeg.

Hon. Treasurer—Prof. W. F. Osborne, Winnipeg.

Committee—Dr. G. W. Parmelee, Quebec; Principal W. H. Vance, Vancouver; Prof. Carrie Derick, Montreal; Mr. J. A. Maharg, M.P., Moose Jaw; Mr. Thos. Moore, Ottawa; Rev. Dr. J. J. Tompkins, Antigonish; Dr. A. F. Scott, Calgary; Mrs. R. F. McWilliams, Winnipeg; Prof. H. T. J. Coleman, Kingston; Mr. F. Peacock, Fredericton.

Dr. Parmelee, in moving the adoption of the report, added that the committee had had considerable difficulty in making such a selection, from amongst the many eligible persons, as would provide for a reasonable representation of the various interests. In fact, to overcome the difficulty, the committee submitted ten names for the executive, although the constitution authorized the election of only nine. Dr. Parmelee explained

also that the committee found it necessary to depart from the original intention of having a fairly well centred committee.

It having been pointed out that the Council could not constitutionally elect more that nine members to the executive committee, the Council decided, on motion of Mr. Collisson, seconded by Mr. Carpenter, to elect three vice-chairmen instead of two, and the report was accordingly referred back to the nominating committee for amendment.

After a brief recess, Dr. Parmelee reported that the nominating committee unanimously recommended that the name of Mr. J. A. Maharg be added to the nominations for vice-chairmen.

On motion of Dr. Parmelee, seconded by Mr. Joy, the report of the nominating committee, as amended, was concurred in.

It was moved by Dr. Scott, seconded by Rev. Dr. McLellan, "that the executive committee be authorized to fill any vacancies that may occur between this and the next meeting of the Council." The motion was agreed to.

Report of Resolutions Committee

His Lordship Bishop Richardson presented the report of the resolutions committee, as follows:

That the Committee has received and carefully considered the resolutions submitted to it, and begs to recommend as follows:

(1) That a campaign of education be undertaken for the purpose of impressing upon the public the vital importance of giving effect to the opinion expressed by the Winnipeg conference, that to obtain the highest educational results for our people the community must provide enlarged opportunity for the education and training of teachers, raise the standard of education for admission to the teaching profession, taking measures at the same time to attract men and women of special gifts for this high service by raising the social status of the teachers and providing a scale of remuneration so liberal as to free them from economic anxiety; and that to this end the Council endeavor to secure the assistance of the press and of the various community and welfare organizations.

(2) That the principle of the following resolution be approved and the resolution referred to the executive committee:

That as soon as opportunity offers, a survey be made of the means provided for Health Education in the various provinces, with particular reference to the course of study in hygiene in the elementary and secondary schools, and the text books used, and to the means taken in normal schools to teach teachers in training how to conserve the health of their pupils; and that this survey be undertaken in the same way as that being conducted in regard to text books in literature, history and geography.

(3) That the following resolution be sent to the executive for transmission to the Commission on the survey of text books in literature:

That as poetry is a great means of forming and impressing moral ideals, this Council do appoint a special committee to consider how the study of poetry in Canada may be promoted and report to the next conference.

(4) That as a matter of information, a memorandum be prepared setting forth in clear and untechnical terms the general aims of the National Conference on Character Education, and in particular the nature and scope of the work undertaken by the Council; and that copies of this memorandum be sent to all organizations and agencies interested in the general principles for which the Conference stands, inviting their assistance and support.

Other resolutions not specifically mentioned were considered to be already covered by the work of the Conference or to lie outside its scope.

All of which is respectfully submitted.

It was moved by Bishop Richardson, seconded by Mrs. McWilliams, that this report be received and taken up clause by clause.—Carried.

On Clause 1—Educational propaganda. At the suggestion of Dr. Parmelee the words "the pulpit" were added after the word "press." On motion of Bishop Richardson, seconded by Dr. McIntyre, the clause as amended was adopted.

On Clause 2—Survey of health education. Bishop Richardson moved the adoption of this clause, at the same time calling attention to the words, "as soon as opportunity offers." Dr. Helen MacMurchy seconded the motion, taking for granted that mental as well as physical hygiene would be included in the proposed survey. The clause was adopted.

On Clause 3—Study of Poetry. Dr. MacMurchy explained that the resolution was intended to refer not to text books, but to the study of Canadian poetry; she therefore

asked that the words, "for transmission to the Commission on the survey of text books in literature," in the first sentence, be stricken out.

Dr. McIntyre, while recognizing the study of poetry to be a means of implanting ideals, regarded this as a special line of work intended to interest the adult community, rather than work that should be undertaken by an organization whose aim was the promotion of character training in the schools.

In reply to an inquiry by His Lordship Bishop Richardson, as to the scope of the Association, the Chairman explained that the Conference, after considerable debate, had clearly restricted the work of the Council to the schools, the desire being evidently to concentrate attention on what contribution the school could make towards the citizenship of the country.

Prof. Derick agreed with Dr. MacMurchy's view of the importance of poetry as a means of developing national taste and better standards, but contended it was not one of the immediate concerns of the association. Prof. Derick moved that the clause be not concurred in.

The motion was seconded by Miss Holman, who considered the work in civics as of greater immediate importance.

Dr. MacMurchy, in support of her contention, quoted the following extract from the speech delivered by Dr. White at the Winnipeg Conference:

> "But poetry stands pre-eminent as the most fitting form of literature for moral teaching. It charms the ear, is easily memorized, it cultivates the imagination, and usually embodies a people's noblest ideals. Its moral teaching—perhaps at first not understood—will later in life reveal its import, and may serve as a real help in life's struggles."

Dr. Soloan suggested that the committee reviewing text books might deal satisfactorily with the question and it might be within their purview to recommend the compilation of a book of Canadian poetry.

The motion was adopted and the clause was accordingly withdrawn.

On Clause 4—Aims and objects of Conference. The adoption of this clause was moved by Bishop Richardson, seconded by Mr. Carpenter.

Principal Vance emphasized the need for the suggested memorandum, which would be of immense advantage in commending the work of the association to the general public. After all, the work would be effective only in so far as it was known and supported by the people.

The clause was adopted.

On motion of Bishop Richardson, seconded by Dr. McIntyre, the amended report was adopted as a whole.

Dominion Grants for Educational Purposes

Dr. Soloan called attention to the resolution passed by the Winnipeg Conference, urging the Federal Government to assist in the Canadianization of immigrants by providing Dominion grants to be expended and administered by the provincial governments concerned. He asked if it was the intention of the Council to take any specific action in this respect. If so, he desired an apportunity to express his views.

Bishop Richardson contended that if the Council decided not to deal with the question at all, it was unnecessary to discuss it, as the executive could take no action without authority from the Council.

Dr. McIntyre claimed that the subject, which promised to be a contentious one, was outside the field in which the Council intended to move, and had no particular bearing on the immediate work. In his opinion the executive would have plenty of other work to do and would not undertake more without the advice of the Council.

Principal Vance thought that if the Council intended taking no action, it would be better to make a declaration to this effect.

In accordance with a suggestion from the Chair, it was moved by Principal Vance, seconded by Rev. Dr. McLellan, that the first order of business for this afternoon's sitting be the consideration of the resolutions passed at the Winnipeg Conference.—Carried.

Mr. Hamilton pointed out that the report sumbitted by the resolutions committee contained no mention of the proposed campaign for the education of all boys and girls from 12 to 16 years of age, and in favor of continuation schools. It was agreed that this question should be discussed in connection with a resolution passed by the Winnipeg Conference on the same subject.

The meeting then adjourned.

Sixth Sitting, Thursday Afternoon, February 19

The meeting opened at 2.30 p.m.

Consideration of Resolutions Passed at Winnipeg

The Council proceeded to a consideration of the various resolutions passed at the Winnipeg Conference, for the purpose of deciding what, if any, action should be taken by the Council thereon.

On the resolution: "That this Conference puts itself on record as recognizing the necessity for the deepening and strengthening of the moral and spiritual factors in our national education, alike in the School, the Church and the Home, and instructs the newly appointed National Council to make a consideration of the problem here involved a first charge upon its deliberations."

Dr. Scott asked what answer could be given to the probable inquiry:" In what manner have these instructions been carried out?"

Bishop Richardson held that a clear interpretation of the resolution involved the question of the relationship of religion and the educational system of Canada. The work of Conference and Council would fail to gain the confidence and sympathetic support of the Christian forces of Canada unless cognizance was taken of religion, with its supernatural sanctions, authorities and revelations. The Council had been discussing moral and ethical education and the necessity of inculcating high ideals of citizenship. He had been pleased to hear the representative of Prince Edward Island (Rev. Dr. McLellan) urge the necessity of getting back to first principles, and he personally had little faith in the practicability of imparting ethical education or moral ideals unless they were somehow related to supernatural sanction, whether from the Bible or from the Church. He recognized the difficulties; but the Council could face them better than they could be faced in so large a gathering as the Winnipeg Conference.

Dr. McIntyre, by way of answering Dr. Scott's question, asked why the Council had devised the plan of having certain text books specially chosen by reason of their content, if not for the accomplishment of this very purpose. If the surveys now under contemplation were well done, there would be a sufficient answer to anyone who asked how the purpose of the resolution had been carried out. This applied particularly to the content of literature and to the specific instruction to the committee to consider the possibility of incorporating in the literature a large portion of the Scriptures.

Dean Coleman expressed sympathy with the views of Bishop Richardson, remarking that the school at present loses much from the absence of the study of those portions of Scripture which could be regarded as entirely non-controversial, but which were really at the basis of our civilization. Personally he would not be averse to a declaration of first principles upon which all could agree. However, one of the first duties of the committee charged with the study of the problem of literature would be to consider the possibilities of the Bible as a text book on moral and spiritual principles.

The Chairman remarked that as His Lordship Bishop Richardson and Dr. Scott were both absent when the debate on the survey of literature had taken place, they had not perhaps grasped the significance of the plan, which he thought was not clear.

Dean Coleman added that Queen's University, at the present time, at the request of a group of students of theology, was making an investigation into the problem of the Bible in the schools.

Bishop Richardson emphasized what he considered to be the specific character of the Winnipeg resolution, which in his opinion indicated that it was the mind of the Conference to import into our educational system at least the recognition of supernatural sanction—of authority.

Prof. Derick disagreed with this interpretation.

Dr. Soloan thought the word "spiritual" was given too narrow an interpretation. The spiritual, he said, was generally conceded to be everything which was non-material in person or personality, and was almost synonymous with the "aesthetic." The human soul was more than a religious item. It might have a straight spirituality and yet not have a transcendental philosophy.

Dr. MacMurchy said that the resolution represented the real purpose of the conference, which was concerned with the spiritual future of Canada, and the Council was endeavoring to the best of its ability to carry out the instructions given therein.

No further action was taken.

On the resolution: "That this Conference expresses its conviction that provision should be made for free and compulsory education up to the age of 16 years and part-time education for all the youth of Canada up to the age of eighteen."

Mr. C. M. Hamilton, M.L.A., said he felt he would be remiss in his duty towards the rural people of Western Canada, whom he represented, if he failed to express his

opinion, and theirs, with respect to a certain phase of our education. The wording of the item on the agenda, which he preferred to the Winnipeg resolution, embodied the idea he desired to lay before the Council, namely, "the desirability of instituting a campaign to advocate the education of all boys and girls from 12 to 16 or 17 years of age, in favor of the continuation school and other agencies for making secondary education universal, and, if necessary, compulsory, in all provinces of the Dominion." He felt that the organization had so far devoted its attention mostly to character education, but was not sure that sufficient consideration had been given to the question of Canadian citizenship. During the stress of war our institutions had been shaken almost to their foundations, and any weaknesses in their structure had been made manifest. One thing the war had revealed was the need for instilling into the minds and hearts of the people a thorough appreciation of the country in which they lived. The proposed selection of proper texts for the teaching of literature, history and geography was one means which would help the rising generation to an appreciation of their country. But mere appreciation was not sufficient for good citizenship; it was necessary also to have the means of earning a livelihood and to do something which would contribute to the upbuilding of the nation. Our educational institutions were largely to blame for the fact that in this country, with its vast undeveloped natural resources, too large a proportion of the people are centred in towns and cities. The whole educational system should be revised. Our higher institutions of learning were offshoots of the institutions in the British Isles and had been set up for the purpose of training men or women for the professions. They had served their purpose admirably. Mr. Hamilton recalled that when he was a boy it was the aim of almost every parent to place his boy in a profession. But today it was different. A large percentage of the people want to see their boys and girls remain on the land, but they want at the same time to give them the advantages of higher education. At present the secondary educational institutions tend to take them away. The public school was the school of all the people, and the university was the school specially provided for the training of those wishing to enter the professions. Between the primary schools and the agricultural or technical colleges there were no secondary institutions suited to the needs of the agricultural or the industrial population, and in many cases it was necessary for the rural pupils to leave home and the supervision of parents between the ages of 11 and 14 years. Secondary education must be brought closer to the people living upon the land. The people in Saskatchewan were groping about for a remedy. It was a rather expensive method to have each province experimenting by itself. Just what the solution would be, he was not in a position to say. Possibly Mr. Iverach, of Manitoba, would say the solution lay in the larger school area or the consolidation of rural schools; others believed it would be found in the establishment of schools of higher education, particularly adapted for agriculture. He urged that the Council investigate the problem.

Mrs. McWilliams expressed regret that the resolutions committee had omitted to deal with the item on the agenda relating to this question.

Mr. John Sully said it was one thing to assert the right of boys and girls to higher education, but another thing to make provision which would enable them to secure it. The resolution under discussion was inseparable from the one which succeeded it, urging that provision for state aid should be made for parents who would otherwise be forced through economic necessity to take their children away from school during the compulsory period. In Vancouver the age limit for compulsory school attendance was 14, but the experience of the central labor body of Vancouver was that it would be a hardship in some cases to enforce the law. He would like to know what steps the Council intended taking to give effect to these resolutions.

Dr. Scott agreed that under present conditions it would be in some instances a hardship to enforce a compulsory attendance law. He moved that the following resolutions passed by the Winnipeg Conference (including the one under discussion) be referred to the executive committee with instructions to bring them to the attention of the various provinces and to request information concerning the conditions in the respective provinces with regard to the matters therein mentioned; and that the executive committee report at the next meeting of the Council:

"That this Conference expresses its conviction that the provision should be made for free and compulsory educati up to the age of 16 years and part-time education for all youth of Canada up to the age of eighteen.

"Whereas on account of the waste of the recent war and the demands of the present task of reconstruction the conservation of the youth of our country is of such vital importance; Resolved that this National Conference on Character Education expresses its conviction that provision for state aid should be made for parents who would otherwise be forced through economic necessity to take their children away from school during the compulsory period;

"And further, in the opinion of this Conference, there should be Factory Acts or other legal enactments rigidly enforced in every province prohibiting the

employment of children under the age of compulsory school attendance.

"That inasmuch as education cannot fulfil its proper function without the playgrounds and equipment suitable for the development of organized play, this Conference calls the attention of our Canadian school authorities to the fact that many of our school grounds are inadequate to this purpose.

"That this Conference having regard to the fact that Canada is largely an agricultural country, expresses its conviction that it is in the best interests of the whole country that a high type of rural schools be developed; and that as a means to this end continuation work in rural schools be encouraged and every inducement be offered to rural pupils to attend these schools until such time as attendance to the age of 16 years be made compulsory."

The motion was seconded by Mr. John Sully.

His Lordship Bishop Richardson, referring to the resolution respecting state aid to parents, pointed out the difficulty of determining what was "economic necessity," what the aid should be, etc. The issues involved in these resolutions were so big that it would be extremely rash to take action without very mature consideration of the questions in all their bearings. He suggested that Dr. Scott should broaden the resolution so as to provide for the committee to study the whole problem, taking cognizance of what is being done in England and other countries. The committee might thus be enabled to present some comprehensive scheme which would save another year's delay on the part of the Council.

The suggested amendment was accepted by Dr. Scott.

Mr. Carpenter stated that reference had been made to the needs of the rural districts, but the needs of some of the urban communities were also of fundamental importance. In many cases tremendous injury was being done to the school children by obliging them to take courses absolutely unfitted to their particular needs. He expressed the hope that the whole curriculum in its character-making and citizenship aspects would eventually be studied with reference to its suitability to the varying needs of pupils according to temperament.

Mr. Peacock agreed with the views expressed by Mr. Carpenter. It did seem entirely wrong to enforce compulsory training, even up to the age of 15, unless the curriculum was modified.

The motion of Dr. Scott, as amended, was adopted.

On the resolution: "Whereas the effect of the moving picture on school children is incalculably powerful for good or evil, and whereas much of what is now offered as entertainment is based upon suggestions that tend to familiarize the minds of children with situations that are sensational and frequently immoral and vulgar;

"Therefore be it resolved that this Conference direct attention to the vital necessity of developing an active public opinion, demonstrated by attendance at theatres, for the support of good pictures—which can only be hoped for when it becomes good business to exhibit such pictures; and also for the strengthening of the hands of the various boards of censorship in their efforts to raise the standard of the moving picture industry; and that every effort be made to secure films depicting Canadian and British life in sentiment."

Bishop Richadson asked how the hands of the moving picture censors needed to be strengthened.

Mrs. McWilliams related an experience with a certain film which was condemned by the Board of Censors at Winnipeg, and also by the appeal board. The film people were determined that it should be shown. They therefore invited clergymen, officers of women's organizations, social workers, etc., to attend a private exhibition of the film. On the promise that such would not be published, they obtained letters and even photographs of certain persons who attended the private exhibition, and so the morale of the censor board was entirely overthrown. The efforts of the censors, said Mrs. McWilliams, were constantly thwarted because money had an enormous influence in getting pictures passed which the censor, if supported by a healthy public opinion, would keep out. People instead of inveighing against the censors should take some trouble to become acquainted with their work, and more trouble to support them.

Bishop Richardson asked if the censors gradually came to feel there was such a body of public opinion that they could not stand up against it.

Mrs. McWilliams said it was not a question of what the censors wanted, but of what the average of the general public desired to see.

Principal Vance said that after all, the censor could do no more than express the average intelligence and morality and the general sentiments of the public. The basis of a proper censorship was a healthy sentiment on the part of the average person in the

community. He considered the resolution was a step in the right direction; the only fault he had to find was that the Council was simply accepting the resolution and was not calling the attention of the authorities, in vigorous fashion, to the existence of the evils. Anything that could be done to strengthen the hands of the moving picture censors and especially to educate a healthy public sentiment would be well worth while.

Mrs. McWilliams said the moving picture business had come to stay. It was governed by the law of supply and demand, and the aim should be to create a public for good pictures. She told of the efforts of a voluntary committee in Winnipeg to eliminate objectionable films by means of the publicity given to what they called the "good film list."

It was moved by Dr. Helen MacMurchy, seconded by Bishop Richardson, that the following resolution, passed by the Winnipeg Conference, be referred to the executive committee with instructions to bring it to the attention of the various provincial governments:

> "Whereas it has been conclusively shown that posters and advertisements of a suggestive and immoral nature are used to attract attendance to performances and moving pictures otherwise comparatively harmless; be it resolved that this Conference urge a strict censorship of posters and advertisements."

The motion was adopted.

The Council then took up for consideration the resolution passed at the Winnipeg Conference with reference to the teaching profession and the administration of schools.

Mr. Wm. Iverach moved: "That a committee be appointed to study the various plans of school district organization in rural areas and to report to this Council at its next meeting on the way such organization affects the status of the teacher and the efficiency of the school."

Mr. Iverach explained it was not his contention that the enlargement of the area of administration would correct all the evils existing. In British Columbia, he understood, the school district was the municipal unit, and rural teachers were paid higher salaries than in any other province of the Dominion. Was there a connection between these two facts? He thought the proposed committee might even extend its inquiry beyond the Dominion. Last year Scotland changed its unit of administration to the county unit, and it might be interesting to ascertain what was the reason for doing so. He disagreed with the opinion, which he understood Mr. Hamilton to have expressed, that it was the system of education or the curriculum which was responsible for boys and girls being taken away from the farm. His view was that they had to leave the farm in order to take advantage of the curriculum, and they sometimes failed to return.

Mr. Hamilton said he had not intended to blame the curriculum. He had in mind chiefly the environment.

Mr. Peacock seconded the motion proposed by Mr. Iverach. He considered the unit of organization a fundamental question, particularly from the standpoint of the rural community. He emphasized the importance of extending the scope of the inquiry beyond the bounds of the Canadian provinces.

Bishop Richardson thought the proposal would not involve much expense and the investigation could be undertaken by two persons having a knowledge of education conditions. It was unwise to overload the executive committee with work, and would be more in the interests of the organization to spread some of the responsibility over the membership of the Council.

Dr. McIntyre suggested that it be left to the executive to find the Council members who would undertake the work.

Mr. Iverach accepted the suggestion, and with the consent of the seconder changed his motion accordingly.

The motion as amended was agreed to.

> On the resolution: "That to the end that both English and French speaking Canadians may not continue to lack interpreters of the good will of each to the other, the study of both English and French should be encouraged in all Canadian universities.'"

Prof. Derick stated that the resolution as passed at Winnipeg included the secondary schools as well as the universities.

Dr. McIntyre did not think the resolution called for action by the Council.

Prof. Derick moved that the Secretary be instructed to write to the various provincial governments asking that they take steps to encourage the study of both English and French in all Canadian universities and secondary schools. This motion was afterwards withdrawn in order that a resolution to this effect might be moved by some member other than a representative of the province of Quebec.

Dean Coleman believed that both English and French were already studied in all Canadian universities and secondary schools, and in Ontario there was in progress a movement to allow the study of French to be begun in the elementary schools. He therefore suggested tentatively, as an alternative, that the executive committee might be empowered to deal with this matter in a sympathetic way, rather than instructed to transmit in toto the Winnipeg resolution as it stood; the Council might also pass a motion expressing its appreciation of the various movements in the different provinces of Canada towards the enlargement and improvement of the teaching of French and English in the elementary and secondary schools and in the universities. He stated that in his opinion, in which Dr. MacMurchy concurred, there was danger of producing an effect exactly opposite to that which was desired. All depended upon the manner in which the question was broached. With regard to improved methods of teaching, he explained, he was referring especially to the movement, which was now quite general, towards acquiring an oral command of the language rather than a knowledge of its grammar.

Bishop Richardson urged caution in dealing with a subject which had behind it such explosive possibilities. In going too much into detail there was danger of arousing a sentiment opposite to that intended.

Prof. Osborne pointed out that the underlying purpose of the Association was the stimulation of good character and the promotion of good citizenship, and an integral part of the whole conception of good citizenship was the promotion of a cordial and sympathetic understanding throughout the Dominion. Every advance made by English-speaking Canada towards appropriating the advantages of proximity to French psychology and temperament and acquiring a command of the French language would be a direct contribution to the strength of Canadian national life in all its best aspects. (Applause.) Consequently, if we really possessed the genius of nation-making, measures would long ago have been taken to draw upon the reservoirs of French instruction to be found in a province containing two and a half million people, and today Canada would have the advantage of a bilingual psychology, with two sympathetic races under one flag. Personally he would be very happy if French were a regular subject of instruction in every elementary English school, and English in every elementary French school.

Prof. Derick thought that to pass over the resolution without action would be a mistake and would look as if the Council were going back upon the attitude approved at Winnipeg.

Prof. Osborne suggested the following: "That this Council regards with favor every effort being made anywhere in Canada in the direction of the promotion of better racial feeling in this Dominion by the improved cultivation of French and English."

Principal Vance said the Winnipeg Conference had expressed its opinion in favor of a very ideal situation, but obstacles would be encountered in working out the details. He would like to see the matter left in abeyance at least until the next conference.

Dr. Parmelee declared that so far as concerned the province of Quebec, no possible encouragement could make it do more than it was now doing, or intended to do in the future. The ideal of the French people of Quebec was to have English taught even in the elementary grades in all the French schools, although because of the difficulty experienced in some districts in securing properly qualified teachers, the ideal was not always attainable. Similarly, in the English elementary schools French was taught. He reminded the Council of the most favorable comments made by the French press on the Winnipeg resolution. It was taken as an indication of cordiality and a gratifying recognition of their language. A resolution reaffirming this attitude would have the same effect, but no other, on the province of Quebec. However, he deferred to the opinions of those who thought such a motion would do more harm than good.

Prof. Derick urged that at least the resolution suggested by Dean Coleman should be adopted.

It was finally decided, by vote, to take no further action for the present.

On the resolution: "Therefore be it resolved that it is the duty of the Federal Government to assume without avoidable delay [illegible]ir share in the financial burden incidental to the Canadianizing of an immigrant population by providing suitable special Dominion grants to be expended and administered by the Provincial Government concerned."

Dr. Soloan stated that the resolution recommended a widening of the interpretation of the Federal Government's functions in respect of education, and some persons might see in the new principle an amendment of the Canadian constitution. At any rate, the question was of peculiar interest to the people of the lower provinces, for the proposal was that certain of the provinces should be the gainers through the action taken by the National Conference.

It was moved by Dr. Scott, seconded by Bishop Richardson, that the Council take no action in the matter.

Dr. Soloan expressed satisfaction with the motion.

Dr. Anderson offered no objection, but pointed out that the various organizations interested in the Canadianization of immigrants expected assistance from the Association. He thought some steps should be taken or some means provided to disseminate among the people information on the question of Canadianization.

Dean Coleman agreed with the view expressed by Dr. Anderson, adding that one of the functions of the Association was to interpret the different provinces to each other.

Dr. McIntyre thought the provinces having a large immigrant population were keenly alive to the question of educating the newcomers and there was no branch of work to which the educational departments were devoting themselves with more energy and intelligence. He thought the Association should confine itself to a field that was not already being worked.

Dr. Anderson remarked that people in Toronto, for instance, were conversant with conditions in the west, but not with conditions in their own province. In the city of Toronto there were between 70,000 and 80,000 people who had to be directed by signs in foreign languages.

It was moved by Dean Coleman, seconded by Dr. Anderson, that the executive committee be instructed to consider the possibilities of a survey of the whole Dominion regarding the problem of Canadianization, and to report at next meeting of the Council.

Bishop Richardson said this was one of the biggest questions before the Council. If the United States had dealt with the immigration question twenty years ago, they would not be faced with such a problem as confronted them now. Unless Canada attended to this matter at once, she might find herself ten years hence in a position similar to that of the United States in regard to foreign population. The unrest in Canada was traceable to foreigners.

The motion was agreed to.

Dean Coleman proposed a hearty vote of thanks—

To the Chairman for the admirable way in which he had conducted the meeting;

To the Winnipeg committee, and Prof. Osborne in particular, for the great care and good judgment exercised in preparing the agenda and in dealing with other matters necessary for the success of this Council meeting;

To His Excellency for his very kind and effective interest in the movement;

To the Ottawa committee which assisted in perfecting the details of the arrangements for the meeting;

To the officers and members of the Rotary Club, and to the Mayor and members of the City Council, for the very kind manner in which the members of the conference had been entertained;

And last, but perhaps most of all, to the gentlemen of the press, for their patience and attention in listening to the discussions, and for the restrain and good judgment they had shown, as well as to the city newspapers and the press throughout the province and the Dominion, for generous space and considerable thought devoted to the presentation of tremendously important issues to the people of the Dominion.

The motion was carried unanimously, amid loud applause.

The Chairman, in expressing thanks, said that the fondest hopes of the Winnipeg committee had been more than realized in the work done by the Council. It was laying the foundation of what he hoped would be a very useful structure. While the achievement might not meet the full expectations of some, it would be found, as the Winnipeg committee had found, after nearly three years' promotion of the idea which resulted in the conference, that slow work was the best. It was well to move forward step by step, and not to take any step without the fullest knowledge. In addition to completing its organization, the Council had arranged to set at work persons who would bring in the exact information needed. This was the foundation on which they must build if they were to carry with them the public opinion of this country, without which their effort would be futile.

It was moved by Dean Coleman, seconded by Bishop Richardson, that the executive committee be empowered to fill vacancies on the Council.

The motion was adopted.

On motion of Bishop Richardson, seconded by Dr. Anderson, it was resolved: That the officers and members of the executive committee remain in office until the next meeting of the National Conference, and that the administrative powers be vested in the executive committee when the Council is not in session.

It was agreed to leave it to the executive committee to determine the time and place of the next meeting of the Council.

On motion of Principal Vance, seconded by Dr. Parmelee, the meeting adjourned.

The proceedings were brought to a close by the singing of the National Anthem.

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